

University Place

A CENTURY-OLD TELESCOPE AIMS AT THE STARS AGAIN FROM HOLDEN OBSERVATORY

In 1886, SU trustee Erastus Holden urged the 16-year-old University to add a second building to campus. A year later, Holden Observatory was dedicated in honor of the trustee's late son, alumnus Charles Demerest Holden. It featured an eight-inch refracting telescope built by Alvan Clark and Sons of Cambridge, Massachusetts, then the world's premier telescope company.

At that time Pluto hadn't been discovered, and there was only a primitive understanding of stars and the Milky Way galaxy, which was viewed as the universe. "The nature of various planets was a big mystery, perhaps the top scientific question of the day," says physics professor Peter Saulson. "When people asked themselves about the origin of the universe back then, that only meant the solar system. They knew almost nothing about the origin of the larger universe."

Today the universe is still expanding; we've even sent robots to explore Mars. Holden Observatory remains on the Hill, although it was moved from its original site in 1991 to make way for Eggers Hall. After the move—an engineering feat that required three days of inching the 320-ton national landmark 190 feet—the observatory was like a movie theater with no film projector. The telescope, removed for the journey, was in hundreds of pieces in the Physics Building. Substantial restoration work was needed on both the observatory and telescope.

In a September rededication ceremony, the physics department reintroduced the University community to a spruced-up observatory and telescope. "Lots of people worked to get the observatory back in good physical condition for a new generation of students to use," says Eric Schiff, physics department chair. "It's an opportunity for people who haven't had the experience of using an observatory telescope to see beautiful things with their own eyes."

Andri Gretarsson, a fourth-year physics doctoral student, set his sights on the antique refractor when he first heard about it and volunteered to help refurbish it last January. Working with Louis Buda, technical services manager of the physics department, and machinists Charles Brown and Les Schmutzler, Gretarsson combed through

rusty piece after rusty piece, sanding, polishing, varnishing, and painting. There were countless screws, pins, bolts, gears, counterweights, and more. The equatorial mount with its clockwork mechanism—which turns the telescope to compensate for the Earth's rotation—was taken apart, cleaned, and reassembled. Some pieces, worn by time, were replaced by parts they crafted. "Lou didn't show me the room with all the pieces until I was well into the project," Gretarsson laughs. "He gently introduced me to it all."

By late August Buda had the telescope pieced back together. The

telescope and mount were returned to the observatory through the dome opening, courtesy of some skillful crane work. Gretarsson, who spent about 200 hours on the restoration, developed a true appreciation for the instrument and couldn't wait to aim it skyward. "This is a great telescope for looking at the planets, and it is excellent for teaching," says Gretarsson, a teaching assistant in Saulson's astronomy class last year.

That's exactly what the physics department had in mind. The observatory—with its dome fixed, interior renovated, and telescope remounted—is once again a place where astronomy stu-

dents can focus on the heavens. In recent years, star-gazing often occurred on the Quad with a portable telescope. "This high-quality telescope allows us to make observations we couldn't before," Saulson says. "I think people will be inspired by the fact that this is a very old instrument with an exquisite pedigree."

In fact, it was the telescope's makers who discovered Sirius was a double star and its companion was a white dwarf star, Saulson says. "They made this major astronomical discovery—a connection with that kind of astronomical history has a resonance to it."

For Gretarsson, readying the telescope for its third century was certainly a labor of love. "It's totally irreplaceable and probably hasn't been in pristine condition for 100 years," he says. "I hope it generates enthusiasm among students because it's great to be up there with the dome open and to see the stars."

And all it takes is a clear night in Syracuse, "which happens at least once a year," Gretarsson laughs.

—JAY COX



Louis Buda, Les Schmutzler, and Charles Brown (left) of the physics department machine shop work with physics graduate student Andri Gretarsson to remount the antique telescope in Holden Observatory.



SCHOOL OF Architecture

PROFESSOR HEADS TO ROME TO RESEARCH 17TH-CENTURY MIDDLE-CLASS FAMILY ARCHITECTURE

When architecture professor Patricia Waddy stumbled upon a misfiled account book while researching the Giustianni family in the State Archives in Rome, she found a new focus for her energy and expertise: the 17th-century Roman architecture of houses owned by the Del Bufalo family. Since that day in 1994, Waddy has worked to gain support and funding to conduct further research. Finally her efforts paid off: She headed to Rome this semester for two years supported by grants from the National Endowment for the Humanities and the Guggenheim Foundation.

One might wonder how she changed course so easily from the Giustiannis to the Del Bufalos. The chance find "was even better than what I was working on before," she says. "Their properties, whether lived in or rented out, present the range of dwellings of most Romans. The processes by which they were accumulated and shaped provide a paradigm for Roman building. While large, prominent palaces may attract more attention, the Del Bufalo buildings show us more of the dynamic fabric of the city."

While her fellowships will take her away from the SU classrooms where she has taught the history of architecture for more than 20 years, her work in Rome will be invaluable to her students. "I can show my students the visual evidence of what we discuss in class," she says.

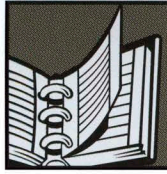
For Waddy, who specializes in palace architecture, the Del Bufalos provide a challenge because they were lower in the social hierarchy. She is attempting to learn the history of these structures and their connection with the family and the city. "With my historical imagination, I can peel back the layers," she says, referring to centuries of additions and changes made to the houses by later generations. Buildings were constructed as art forms, and art reflects the time period in which it is created. In this way, each building tells a story—and Waddy will attempt to record it. "There is a continuum of housing types throughout the social hierarchy," she says. "I am interested in seeing where it changes—that middle range."

When teaching about different buildings, Waddy often discusses the renowned architects of history. Studying the architecture of such middle-class families as the Del Bufalos is often overlooked. Her Del Bufalo study will uncover the mid-level architects and functionaries in the shadow of the great architects. "I try to bring out this notion of buildings' lives over time," says Waddy, who plans to write a book based on her research.

Because Roman buildings feature masonry, they have survived many centuries, leaving a wealth of material for historians to examine. Waddy has already restructured her class to include the idea of building longevity.

While studying the dozen or so Del Bufalo houses, Waddy will take plenty of pictures to use as slides in the classroom. "Anything that's alive changes, and buildings are living, organic things," she says. "They'll be involved in people's lives as long as we want and need them."

—KERI POTTS



college of Arts & Sciences

FRESHMAN FORUM STUDENTS GATHER FOR A UNIFYING EXPERIENCE

Presidential history and baseball may seem to be unlikely parallels, but Freshman Forum students heard how the two converged in the life of Pulitzer Prize-winning author and presidential historian Doris Kearns Goodwin.

Goodwin, who gave this fall's Freshman Forum lecture, described her

years following the Brooklyn Dodgers and reporting vivid details of the games to her father when he returned home from work. In her life, following the Dodgers became a way to preserve family history.

Goodwin's detailed documentation of the Dodgers, along with her mother's affection for storytelling, prepared her well for her career as biographer for some of America's most notable leaders. "In some ways I think I learned the narrative art through those evenings with my father," she told students.

Goodwin's lecture, "The Private Lives of Public Figures," was particularly poignant following the release of the Starr report. Goodwin believes the investigation may have irrevocably damaged the Clinton presidency. "It's hard to figure out how his authority will remain intact," she said.

The lecture was among the high points of Freshman Forum, which is required for all first-year students in The College of Arts and Sciences. "Part of the lecture's purpose is to give students some sense of unity," says Stewart Thau, associate dean. "This is one event that brings all the arts and sciences students together." Students also read and discuss the lecturer's work in their weekly group meetings with forum advisors.

Since the forum was first offered in 1990, it has gradually shifted from being solely academic-centered to emphasizing adjustment to college life. "It shows the students what faculty members are like," Thau says. Forum leaders often serve as advisors to most of the students in their 15-member sections. The goal is to keep the advisory relationships intact for as long as possible, Thau says.

Members of each section meet outside the classroom, at least once socially, and attend cultural events during the semester. "We keep it flexible," Thau says. "It's a general introduction to the University, but we also want students to think about some area of general academic interest."

Leah Comeau '02 says Freshman Forum has enhanced her first year at SU. Her section visited the newly refurbished Holden Observatory and the Burnet Park Zoo. "We wanted to do something off campus, since most students are not that familiar with the area," she says. "But the best thing is that it establishes a group of people you can really talk to."

—TAMMY CONKLIN



steve sartori

Pulitzer Prize-winning author and historian Doris Kearns Goodwin discusses baseball and politics in the Freshman Forum lecture.



school of Education

EXERCISE SCIENCE EXAMINES HEALTH AND FITNESS WITH A REFINED SCIENTIFIC APPROACH

While physical education departments across the country motivate students to excel in the gym and the classroom, the School of Education takes exercise to the next level with the revamped Department of Exercise Science. Once known as the Department of Health and Physical Education, the department features not only a new name, but a revised curriculum and new additions to the faculty to reflect changes in the evolving profession.

Professor James Graves, who became chair of the Department of Health and Physical Education in 1993, is the man behind the changes. With seven faculty members and a variety of adjunct instructors, Graves views the program as innovative and flexible. "The current name and revisions to the curriculum were needed to meet the existing demands of the field," Graves says. "Certain trends in society began to blend physical activity with mental and biological aspects of exercise."

The department requires students to look further into the biology and psychology of physical education with such sub-disciplines as exercise physiology, exercise biochemistry, sports and exercise psychology, and biomechanics. "We had to incorporate more of the scientific aspects of physical education," says Graves, who special-

izes in skeletal muscle research.

To reach that goal, Graves recruited three "outstanding exercise scientists who are incredibly specialized," he says. They are Jack Azevedo, an exercise biochemist and director of the Exercise Biochemistry Laboratory; Jill Kanaley, an exercise physiologist who heads the Human Performance Laboratory; and Lori Ploutz-Snyder, a skeletal muscle physiologist and director of the Musculoskeletal Research Laboratory. All three labs, located in Bowne Hall and the Women's Building, are engaged in research efforts that include the study of insulin, exercise and aging, and changes in skeletal muscle following exercise training.

Graduate student Bridgette Bradley, who worked as a teaching assistant for Graves, sees assisting in such research as a great benefit of the program. "The opportunities Dr. Graves and other faculty members give us are incredible," says Bradley, who is studying people's exercise habits. "They are all at the top of their fields."

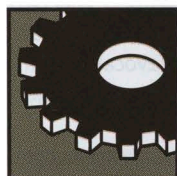
The department has also grown substantially. The undergraduate program, implemented in 1994, enrolls more than 120 students. The graduate program has gone from 30 students in 1993 to more than 70 in 1998. "Everything has become so specialized," Graves says, "and I'm proud to be a part of it."

—ROBYN MUNN



The underwater weighing tank allows researchers to determine body fat by comparing a person's underwater weight to regular weight.

steve sartori



L.C. SMITH COLLEGE OF Engineering & Computer Science

SUMMERSTART GIVES FIRST-YEAR STUDENTS A JUMP ON THEIR COLLEGE CAREERS

Junior bioengineering major Dyanne Baptiste had some worries about making the transition from high school to college. There were questions about how to manage time, organize priorities, and balance academics and extracurricular activities. But Baptiste found the answers through SummerStart, a University-wide program that the L.C. Smith College of Engineering and Computer Science custom-tailors to help first-year and transfer students adjust to campus life. "I had so many misconceptions," Baptiste says. "SummerStart cleared up many of the cobwebs in my mind. I got used to campus, and seeing what it was all about took away much of my freshman anxiety."

Joe Kummer, a junior majoring in engineering physics, says SummerStart allowed him to meet faculty and staff, make friends, and get advice on course offerings. "I went to community college for two years and needed to get on track," he says. "It was also a nice opportunity to talk to professors doing research that might interest me."

Last summer 37 students participated in SummerStart, which began in 1994 with a dozen students. The initiative has not only pro-

vided students with a chance to acclimate to SU before the fall semester, but has also improved the college's retention rate. "It gives students a jump-start on their college careers and their personal and professional development," says recruitment coordinator Kathleen Joyce Johnson '90.

Associate Dean Lori Hunter, who directs the program, sees the six-week session as an opportunity for students to focus on academic excellence in classes, interact with each other and get to know people in the college, receive advice from upper-class students, and learn about college life. "We pack a lot into six weeks," she says. "They receive a good sense of what is expected of them, and we hope they learn by experience sooner rather than later."

The students take two courses for credit, including a mandatory calculus class; attend seminars covering study and communication skills, the registration process, co-op opportunities, time management, and student responsibilities; and participate in activities like tours of Eastman Kodak and Carrier Corp. The program also brings together a diverse group of students who learn to work together and connect for support. "Students make connections they may not have made as easily in a larger environment," Hunter says. "The experience will pay dividends beyond what they can imagine."

Evidence of the camaraderie and support was apparent during the Powerpoint presentations the students gave to close SummerStart '98. Along with compliments and laughs, there was a clear understanding of the program's importance. "To me it's the spark that starts it all," participant Brian Edwin told his classmates. "It's a very good learning experience."

—JAY COX



Graduate school

PREPARING FUTURE FACULTY PROJECT EXPOSES STUDENTS TO LIFE AT LIBERAL ARTS INSTITUTIONS

The environment of a major research institution—even a student-centered one like Syracuse University—is very different from that of a liberal arts or community college. A number of SU graduate students will no doubt seek faculty positions at such schools, and may find themselves in strange territory. The experience could be extremely uncomfortable, or worse, threaten their chances for success.

Enter the Preparing Future Faculty (PFF) project, which brings together faculty members and graduate students from SU and five partner institutions: Colgate University, Hamilton College, Le Moyne College, Onondaga Community College, and the State University of New York College at Oswego. "Many graduate students will earn doctoral degrees and move into faculty positions," says Stacy Lane Tice, assistant dean of the Graduate School. "PFF gives graduate students the opportunity to learn about faculty life at an institution different from Syracuse, in the hope of broadening their options and helping their decision making when it's time to look for a job."

PFF is a national initiative funded by the Pew Charitable Trusts and coordinated by the Association of American Colleges and

Universities and the Council of Graduate Schools. Phase one of the project began in 1993. Tice says SU did not participate then because the Pew Charitable Trusts had already funded the University's Future Professoriate Project (FPP), which introduced three initiatives to prepare graduate students for teaching responsibilities: teaching associateships, faculty teaching mentor seminars, and the certificate in university teaching. SU joined phase two of PFF last year. "This gives Syracuse an opportunity to build on the Future Professoriate Project," Tice says. "It isn't replacing that effort. What this adds is the opportunity to learn about diverse institutions."

Three departments—English, mathematics, and political science—were involved in the first year of the PFF project. Work groups from each discipline met throughout the year to design programs that made sense for SU and were also of interest to the partner institutions. Faculty and graduate students visited each institution for discussions, workshops, lectures, and joint projects. For example, Ryan Petersen '97, a member of the political science work group, gave a lecture at Onondaga Community College and taught a government course there last summer. He also "shadowed" OCC professor Nina Tamrowski and Hamilton College professor Rob Martin.

The project was expanded this year to include the departments of speech communication, history, and women's studies.

Tice says one of the things liberal arts schools look for in faculty members is an understanding of the structure and expectations of such institutions. Some only consider candidates who have prior liberal arts teaching experience or have attended a liberal arts institution. "This project allows our students to get that experience," she says.

—GARY PALLASSINO



college for Human Development

WEB SITE PROVIDES RESEARCH TOPICS AND ANSWERS FOR THE NUTRITIONALLY CURIOUS

As the person behind the College for Human Development's web pages, doctoral student Joyce Merkel calls herself the "web diva." But this cyberspace specialist packs some of the web pages with a nutritional punch. In the fall of 1995, Merkel and nutrition and foodservice management professor Kim Dittus created CyberNutrition On-Line (<http://chd.syr.edu/chd/CyberNutrition.html>), an Internet question-and-answer nutrition web page. The site, which focuses on all aspects of food, nutrition, diet, and health, was designed as a learning tool for nutrition and foodservice management students.

The nutritionally curious submit e-mail questions ranging from requests for a great vegetarian dish to the effects of alcohol or osteoporosis. Dittus and Merkel then distribute these questions to students via e-mail. Each student has one week to research an answer, then Dittus and Merkel edit the answer to ensure a thorough and accurate explanation

before it is e-mailed back to the person and posted on the web. "My goal is to give students the opportunity to answer general nutrition questions," Dittus says. "I want the web page to be a dual learning experience in terms of the technology of the web and nutrition."

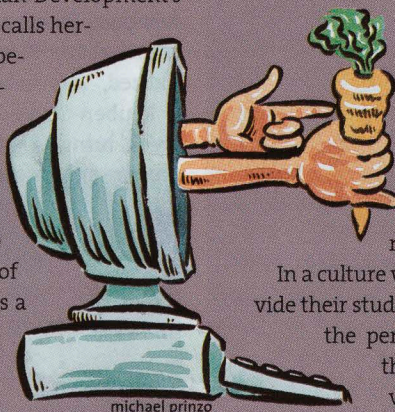
Dittus encourages students to answer questions by researching the most current information, and advises them to search other web pages and medical journals before going to textbooks or the library. "I want the students to evaluate the information on the web," Dittus says. "There is so much testimonial information out there that students should know how to sift through it."

Senior nutrition major Kirsten White, who plans to become a registered dietitian, participated in an independent study course working on CyberNutrition. "It was really practical because I learned what people are thinking now about nutrition," White says. "It's one thing to talk to people who have a nutrition background, but to talk to people who don't have any idea about nutrition is fascinating."

In a culture where educators are always looking for ways to provide their students with real-world experiences, CyberNutrition is the perfect solution. "Students truly appreciate it when they help another person," Merkel says. "It can be very rewarding, especially when people write back to say thank you."

Although student research is one aspect of the initiative, Dittus and Merkel also view CyberNutrition as a valuable reference guide. "We try to be balanced with our answers and stand behind the basic scientific published work," Dittus says.

—ROBYN MUNN



michael prinzo



school of Information Studies

SCHOOLCHILDREN RECEIVE ANSWERS FROM THE EXPERTS THROUGH VIRTUAL REFERENCE DESK

By 2007 there will be an estimated 54 million K-12 students in the United States. With current initiatives to wire schools for the Internet, these children will have ready access to virtually limitless information from all over the world. And they're going to have plenty of questions.

David Lankes wants to make sure they get the answers. "The good news about the Internet in schools is that you have all this great real-time, multimedia information," says the School of Information Studies professor. "The bad news is you get it without instructions."

Lankes '92, G'96, G'98 is director of Virtual Reference Desk (VRD), an ambitious project to create the foundations for a national cooperative digital reference service. Now in its second year, the project is supported by the National Library of Education and the ERIC Clearinghouse on Information and Technology.

Digital reference, or "Ask-an-Expert" (AskA), services connect Internet users to those with specialized subject or skill expertise. The VRD project has identified more than 70 of these services, ranging from Ask a Gravity Expert to Ask the Dentist. At the VRD web site (<http://www.vrd.org>), users can access the AskA+ Locator for information and links to services. The site also contains a "knowledge base" of answers to previous questions.

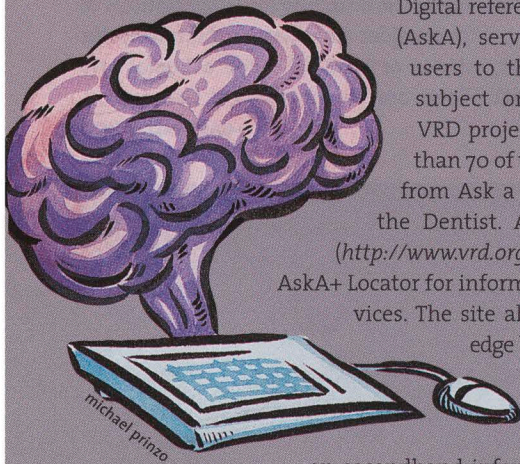
Lankes says education relies mostly on secondhand information found in text-

books. "What if you could have access to all those experts and all that expertise every day, whenever you need it?" he says. "If you have a question about a photograph, you can ask the photographer. If you have a question about a book, ask the author."

Project coordinator Abby Kasowitz G'96, G'98 says the VRD project is making progress toward establishing a national question-and-answer network on the Internet. "We're really putting a lot of time and effort into helping organizations start AskA services, and helping existing services by giving them resources and tools so they can provide what people need. There's a lot involved in that." VRD is creating a standard software package for AskA services, which currently use different methods for receiving and answering questions. Some have places to post questions on their web sites; others rely on e-mail. VRD also offers a starter kit for services with how-to advice and methods drawn from existing services.

Lankes says the project's goal is to allow any K-12 student to ask a question and get a timely answer from a qualified expert. "Instead of putting students and teachers in touch with information—in terms of web pages and 'dead trees on screens'—we want to put them in touch with knowledge."

—GARY PALLASSINO



college of Law

EXTERNSHIP PROGRAM PARTICIPANTS CAPITALIZE ON THE OFFERINGS OF WASHINGTON, D.C.

The College of Law has run a summer externship program in Syracuse for years; this past summer it expanded to Washington, D.C. Professor Wilhelmina Reuben-Cooke and associate dean Arlene Kanter, both of whom practiced law in Washington and worked at Georgetown University Law Center, designed the program hoping to use their previous experiences to benefit students. Reuben-Cooke and Kanter believe the connections in the nation's capital are hard to match.

Second-year student Todd Dexter was one of four participants in the new program, and found the eight-week stay rewarding. The students, who worked full time without pay, received six credits. "An opportunity like this is priceless for me in terms of experience," says Dexter, who worked for Delaware Senator Joseph Biden G'68 on the subcommittee on youth violence.

Currently the Washington externship program offers many unique opportunities that aren't available in Syracuse. The idea, Reuben-Cooke says, was to build the program with studies in communications law, federal legislature advocacy, disability law, labor law, and civil rights—all areas in which students are frequently interested. Notes Kanter: "The goal is to have students branch out in another area so they have different experiences and make other contacts for potential jobs after graduation."

The program's selection process requires students to complete an application in which they cite their motives for participation. "Students discuss the attributes they possess that would make them attractive to this program," Reuben-Cooke says. A placement board reviews applications, and Reuben-Cooke interviews students over the phone.

While only 4 students worked in Washington this past summer, Reuben-Cooke and Kanter hope to expand the program to as many as 20 students.

Second-year student Mark H. Johnson, who worked in the Contempt Litigation and Compliance Branch of the National Labor Relations Board, praised Reuben-Cooke's weekly seminars for the personal attention they provide. "The seminars were very individualized," Johnson says.

Reuben-Cooke holds the seminars to review each student's week, bring in guest speakers, and assign readings. Both Dexter

and Johnson were pleased with the program's offerings. "Professor Reuben-Cooke made an extreme effort to help us see what we wanted to see and do many interesting things," Johnson says.

—JESSICA ESEMPLE





school of Management

NEW UNDERGRADUATE CURRICULUM IS UNVEILED FOR FIRST-YEAR STUDENTS

To better prepare students to prosper in the ever-changing global economy, the School of Management introduced sweeping changes this fall to the undergraduate curriculum. First-year students are the first to experience these changes.

"This is a real exciting program," says marketing professor Clint Tankersley, former associate dean of the school's undergraduate program. "We really believe this program will add value to a student's experience here."

The changes reflect the school's emphasis on four major themes as it enters the 21st century—entrepreneurial management, globalization, technology management, and leadership. For the first two years there are required skills-based courses that will benefit students throughout their academic careers. These classes stress such skills as computer and information management, organization strategy and leadership, writing, team building, and speech and presentation. "Our students are constantly working on team projects and doing formal presentations of their work," Tankersley says. "We wanted to give them the formal training up front and then reinforce the skills during the next three years."

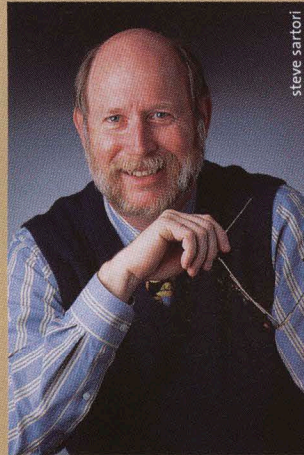
Students must also complete an internship and a community service project during their four-year program. About 60 percent of current students already participate in internship programs, Tankersley says. The community service requirement was added to encourage students to volunteer their time and talents to help others. "We want students to realize they are part of the larger community and to make contributions to it," Tankersley says.

Another requirement, regardless of major, is a course in entrepreneurship that capitalizes on a \$450,000 grant that faculty received two years ago from the General Electric Fund to develop new courses in entrepreneurial management and integrate entrepreneurship into existing courses.

As sophomores, the students will take a newly developed course in global business and two liberal arts courses that reflect an international or diversity theme, such as a foreign language or international relations.

As juniors, they will study corporate finance, marketing, and operations management during the same semester. The curriculum integrates common projects and case studies in all three courses to teach students about the interrelationships among the three areas. "Our new undergraduate program is unique," Tankersley says. "I don't know of any other school that is doing all the things we are."

—JUDY HOLMES



Professor Clint Tankersley helped revise the undergraduate program.

steve sartori



Maxwell school of citizenship & public affairs

ALUMNI BRING THEIR EXPERTISE TO THE OFFICE OF CAREER AND ALUMNI SERVICES

The Maxwell School of Citizenship and Public Affairs has long maintained an office to help its graduates get started in their careers. And that effort has always included one of the school's most valuable resources: its alumni.

Ann T. Phelps, director of Maxwell's Office of Career and Alumni Services, says many alumni recruit students for their firms, serve on career panels, and give presentations at the school. Phelps hopes to strengthen the alumni network by offering more opportunities to connect with the school. "We provide a great deal of programming and services for the students," she says. "Now we see that alumni can benefit from some of our services."

The office handles career services for about 300 students, primarily from Maxwell's graduate programs in public administration, international relations, and executive education. It helps place graduates in government, nonprofit, private, and international institutions in the United States and abroad.

"I had wanted for many years to work with the dean's office to develop more concrete alumni relations," Phelps says. "As a school we had done very little for alumni, but we are now seeking ways to strengthen this area and offer some services and programs."

Phelps established a special e-mail address so that alumni could easily update their addresses and notify the school of their job changes and accomplishments. Meanwhile, the Washington, D.C., Maxwell alumni association—the school's only official alumni organization—established an alumni listserv that reaches Maxwell graduates around the world. The association, which has about 1,500 active members, has long sponsored an annual career day for students during spring break. "Alumni affiliated with the listserv have agreed to network with and assist current students and each other," Phelps says. "Whenever they get a call or an e-mail from another Maxwell person, they do what we've always done a good job of—help each other out. Our alumni are very loyal."

Phelps contacted 2,300 public administration alumni who graduated between 1970 and 1995, asking them to help set up a mentoring program for current students. "I've heard back from many people interested in mentoring in their specific areas of expertise, so we're starting to connect them with students. They're in positions to help, and they believe this is a great way to give something back to the school."

The alumni network isn't just a valuable resource for students and recent graduates, Phelps says. "When alumni are looking for new positions, they have a ready-made network at hand. When they're moving somewhere, they'll often e-mail or call to ask who they should talk to. They continue to check in long after they have left Maxwell."

Phelps and Robert McClure, Maxwell senior associate dean, are meeting with alumni coast to coast to set up workshops and activities with both a professional and social focus. In the New York City area, where close to 1,000 Maxwell graduates live and work, a new formal association similar to the Washington group may emerge.

—GARY PALLASSINO



S.I. Newhouse school of public communications

TV-RADIO-FILM PROFESSOR COMBINES PASSIONS IN TRIP TO INDIA

Professor Richard Breyer, chair of the television-radio-film department in the Newhouse School, recently had a rare opportunity to combine two of his passions: television/film production and Indian culture. Columbia TriStar International set its sights on India, and wanted Breyer to go along and help out.

The two-time Fulbright Scholar gladly packed his bags and temporarily relocated himself and his family to Bombay. In this country of roughly 1 billion people, he helped establish a Hindi-language television channel. In 1992 India's economy became more open and more Western. Today many urban Indians shop at malls, eat fast food, and surf the Internet. They are also purchasing televisions and cable service.

Indian satellite TV resembles American commercial television—airing talk shows, Indian sitcoms and especially Indian movies. Indians have an enormous hunger for Indian films. And that's mainly because India has the largest film industry in the world.



Professor Richard Breyer is helping India expand its television industry.

"I was there to be a script doctor, to help launch new products, and to purchase equipment," Breyer says. But in the larger sense, he was there to expand the TV industry for a country bursting with potential viewers.

In India, though, TV audiences are small compared with the numbers of people who go to the movies. Programs in Indian regional languages—Hindi, Tamil, Bengali, etc.—draw the highest ratings. "English is provocative, threatening to some viewers, especially parents and grandparents," Breyer says. "Even if it's about lima beans, they consider it provocative." So such American series as *I Dream of Jeannie* are dubbed in Hindi or one of the country's other 13 major languages.

Breyer's extensive knowledge of India made him "a bridge between the two cultures," helping Indian producers to adopt Western production techniques and technologies.

Fortunately for his Newhouse students, Breyer incorporates his work in India into his classes at SU. "I was working for an internationally based company—part of the globalization of the media," he says. "This is an important subject that I want my students to grasp."

Breyer, who can't seem to stay away from India, plans to work next on an independent project in Goa in the western part of the country. "Next life," he says, "I plan to be Indian."

—KERI POTTS



college of Nursing

LIMITED RESIDENCY PROGRAM ADVANCES KNOWLEDGE OF NURSING ADMINISTRATION

As an international student, Yan Wang wanted to know everything possible about American nursing, which is why she opted to take part in the Nursing Administration Limited Residency program. "I needed to get the big picture about nursing: theories, different applications, and principles," says Wang, who completed the program last December.

Kay Daniels, a clinical coordinator at Robert Packer Hospital in Sayre, Pennsylvania, says that going to Syracuse for four days and then returning home to complete the coursework on her own was much more convenient than commuting. "The four days spent at SU were overwhelming," Daniels says, "but books helped me, and contacting the instructor through e-mail did as well."

The residency, introduced in 1994, is held each January either on campus or at the Greenberg House in Washington, D.C. Janice Pedersen, director of graduate admissions and program administrator for the College of Nursing, coordinates the residency and feels it is important to offer an advanced certificate in nursing administration to working people who cannot attend weekly classes. "All nurses need management abilities as they practice in a clinical setting," she says.

During the four days of residency, faculty members introduce the program's concepts and students participate in numerous activities. Last January, students worked with the computer program Microsoft Access, learning how to enter queries and use data to their best advantage. Among the speakers they heard was Larry Brennan, a nursing administrator who also creates computer programs for health care facilities. Brennan told how technology helps administrators keep up with changes in the nursing field.

The goal of the residency is to stimulate students' thinking and keep them working through November when their coursework is due. During those months, the students are connected through listservs and e-mail. "It is an intense time packed with learning activities, classes, and meetings with nursing leaders," Pedersen says.

Those participating in the residency also get to know one another and interact with guest speakers. The lecturers help students understand the challenges they face and strategies to overcome these challenges.

While Daniels believes leadership is important in nursing, she acquired those skills mainly through her job, and hopes to develop her administrative skills through techniques learned during the residency. "I was very pleased that the finance and computer classes were the first two courses in January," Daniels says.

For Wang, participating in the residency involved using every resource available to learn about nursing. She developed new contacts with professors and peers to further her knowledge. "I recommend it to others," Wang says. "I want to learn everything there is to know about nursing, and I encourage other students to do the same."

—JESSICA ESEMPLE



school of Social Work

FACULTY MEMBER SHARES INSIGHTS ON YOUTH VIOLENCE WITH CITY COMMISSION

Not long after Kenneth Corvo came to Syracuse University, he began to share his expertise in youth violence with the local community. To that end, the School of Social Work professor was appointed to serve on the Mayor's Commission on Juvenile Violence last January.

Exposure to violence at home, school, or within the community is the most powerful influence on the rate of juvenile violence, Corvo says. The commission developed proactive approaches to violence prevention. "For example, it is not enough to say, 'The housing in a certain neighborhood needs improving.' You have to ask: 'Which of the factors that influence the likelihood of violence can be prevented? What can we do that would most likely have a positive effect?'"

Corvo says the media's recent emphasis on suburban school shootings and isolated incidents of violence by children from "good" families has done little to educate the public on the realities of youth violence. Such cases have had little influence on Corvo's teaching, since they are the exceptions. "By over inflating, you don't accomplish useful goals," he says. "It's a distraction from where our attention needs to be directed."

Social factors create areas in cities where violence is more prevalent, Corvo says. In this regard, Syracuse is much like other cities he has studied. "You can actually track this. In certain areas, even the level of (crime) intervention is different."

The 30-member commission, which also included School of Education professor Carla Bradley, had few guidelines. Homicide was the initial focus. "It is the most tangible form of violent crime," Corvo says. "But the rate was much lower than we expected, given the city's size and level of economic dislocation."

Formed as an advisory body for Syracuse Mayor Roy Bernardi G'73, the commission quickly established goals that addressed the city's particular needs. But Corvo admits it took members some time to look past their own interests. "Everyone looks at a situation through the lens of their own area of concentration," he says. "We had to get past our own perceptions."

Corvo tells graduate students at the School of Social Work to think in much the same way. Students study youth violence indirectly in Corvo's Human Development in the Social Environment class. "Part of what we train students to do is to look at things analytically, not just from a personal perspective," he says.

The commission released a full report of its study this fall. Corvo says it suggests "more focused ways of thinking about deterrence."

He is confident that at least some of the commission's suggestions will be implemented. "One thing we all agreed on is that you can only do what is capable of being done," Corvo says. "That sounds easy enough, but people don't always understand that Mayor Bernardi has limited resources and has to decide how best to use them."

—TAMMY CONKLIN



college of Visual & Performing Arts

FINE ARTS PROFESSOR REUNITES WITH FORMER STUDENT FOR NEW FILM PROJECT

More than 20 years ago, Henry Selick '75 sat in the classroom of fine arts professor Jerome Witkin, who remembers Selick's single-minded determination. "Henry always had a hankering for live action," Witkin recalls.

Today the two are colleagues—with Witkin providing still paintings for director Selick's upcoming film, *Monkey Bone*. The film, now in the early stages of development, is based on the Canadian comic book series "Dark Town."

For Witkin, the project provides yet another opportunity to extend his work beyond SU. "If we profess to know something, we also must profess to be engaged with it outside the classroom," he says. "And this project was too interesting to pass up."

Witkin's interest in the project stemmed from Selick's involvement. As director of the Tim Burton productions *The Nightmare Before Christmas* and *James and the Giant Peach*, Selick has become one of the most respected live-action animators working today. When Selick called Witkin and asked him about the project last February, the story line immediately intrigued him. "Henry said he had this fantastic script based on a Canadian comic book. It's kind

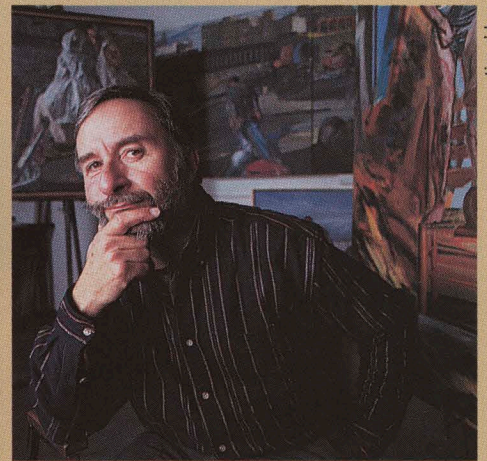
of a surrealist Romeo and Juliet thing." The story follows a man trapped in "Dark Town"—a place somewhere between dreams and nightmares. While his body lies comatose in a hospital, his subconscious searches for a way out of Dark Town.

Witkin has found the transition from canvas to celluloid enjoyable. "My ac-

complishment is special because my work has always reflected film, which is our major art form today. It's something that defines us," Witkin says. "I'm happy with the way things are going. The crew working with Henry is amazing and they've loved all my work so far."

Witkin's collaboration with Selick spurred his students' curiosity. "Many of these kids dream of doing what I'm doing," he says. "It's good for students to see that professors are out there doing things. Henry was once sitting in class just as they are, and now he is doing exactly what he always wanted to do. Students see that, and it's a wonderful motivation for them."

—TAMMY CONKLIN



Professor Jerome Witkin poses with some of the artwork he created for the film *Monkey Bone*.

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